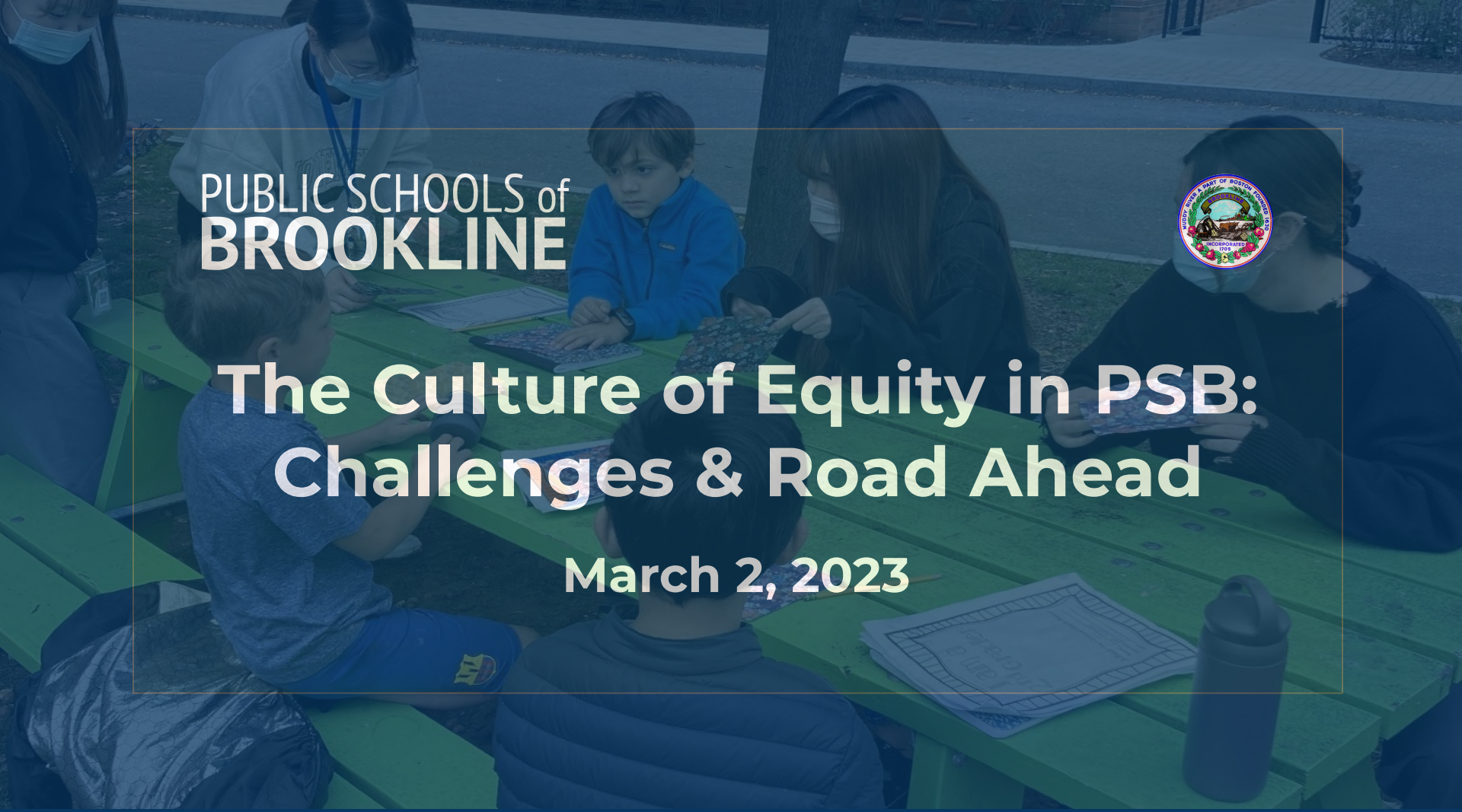


PUBLIC SCHOOLS of BROOKLINE

The Culture of Equity in PSB: Challenges & Road Ahead

March 2, 2023

Purpose of this Presentation

- **To update on our approach and goals for educational equity**
- **To offer insights on the work – highlights and ongoing challenges**
- **To partner in seeing the system anew - boundaries and the road ahead**

"If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then and only then will I drop my defenses and hostility, and I will sing your praises and help you to make the desert bear fruit."
–Ralph Ellison

“To diagnose a system or yourself while in the midst of action requires the ability to achieve some distance from those on-the-ground events. We use the metaphor of “getting on the balcony” above the “dance floor” to depict what it means to gain the distanced perspective you need to see what is really happening.”

— Ronald A. Heifetz

Sense of Loss INCREASES as you move closer to creating equitable culture

deep

DBIE Spectrum

Diversity is the representation. Diversity can be measured through numbers and is usually tracked by race, gender, sexual identity, age, ability level, cognitive learning differences, education, economic background.

Diversity feels like equality.

Belonging is the ongoing culture created to have all people feel welcome across difference. Manifested in the relationships, in conversations, physical space and written word.

Belonging deepens how we understand and support each other.

Inclusion is the participation. Inclusion is usually achieved when diverse populations are involved in decision-making that impacts the policies and practices of the organization.

Inclusion is new voices support decision making, and leadership and policies.

Equity requires changing structures of power & privilege so disparities of historically under- represented groups are eliminated and therefore outcomes cannot be predicted by that grouping.

Equity is when the policies change/shift.

You've been asked to the party.

You feel welcomed and comfortable going to the party.

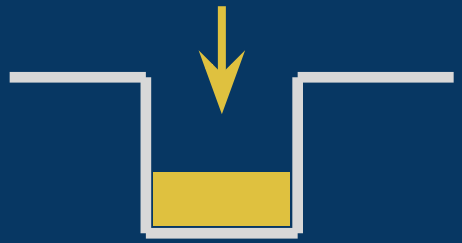
You've been asked to help plan the party.

Redefines what the party entails, who has the power to plan the party and if there should be a party.

Spectrum credited to Disruptive Equity Education Project, LLC | digdeepforequity.org

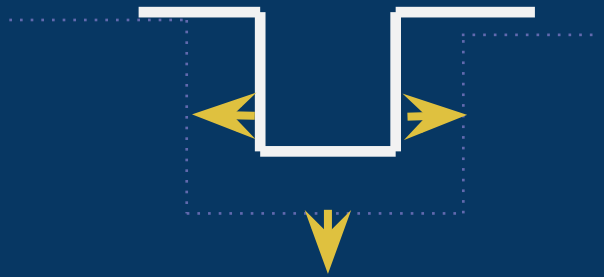
Technical vs Adaptive **Challenges**

Technical Challenges Require *Information*



Skillset Shift

Adaptive Challenges Require *Transformation*



Mindset Shift

* Heifetz, R. and Laurie, D. The work of leadership. *Harvard Business Review*, Dec. 2001.

What Does Equity Call PSB Leaders/Educators to Do In Schools?

1. To Understand: Individual **Student Needs** and **Adult needs.**
    a. ***This does not happen all at the same time, this is why we use the DBIE Spectrum. One step at a time to Equity.***

There are two different levels of Belonging that must be created:

Adults:

- Belonging starts with adults.
  Adults that do not feel “Belonged” will struggle to create Belonging for students.
- Adult Belonging looks like:
  - Empathy
  - Appreciation/ Recognition
  - Storytelling, Icebreakers
  - Accountability
  - Professional Development
- Adults have tools and practice to engage in best practice around teaching & supporting others

Students:

- SEL based practices
- Restorative Practice
- Positive Based Asset Thinking
- Opportunities to share stories, activities
- Partnership in planning
- Feeling centered and seen in curriculum
- Rigor

What Does Equity Call PSB Leaders/Educators to Do In Schools?

2. To Build instructional practices to meet Student Needs.
    a. *Shift Instructional, Curricular and Engagement Practices to meet our expanding knowledge of ALL student needs (race,ability, support, economic, etc).*
    b. *Remind ourselves that instructional practice shifts begin with the work of adults.*
        i. Differentiate lesson planning, teaching practices to meet the different needs of students.

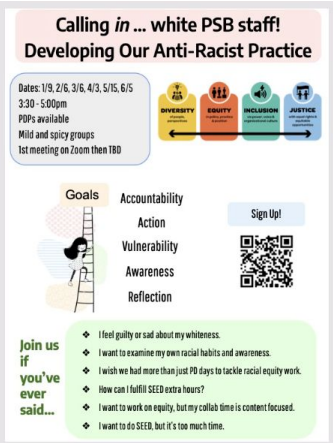
3. To shift policies (in classrooms and **systemically**) to remove barriers to access for students and families.
    a. *Curriculum, Parent Engagement, Funding, etc.*

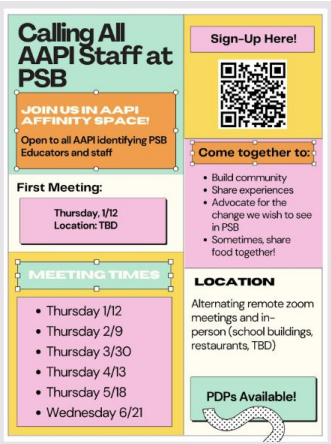
Professional Development

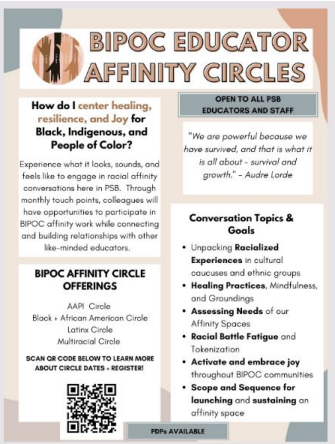
- Whole School Faculty Meetings *every other Tuesday**
- Small Group Targeted Meetings
  - Department Meetings (e.g. ETFs, ELA, Wellness)
  - Grade Level School Team Meetings (e.g. Specialists, K-5, 6-8)
- School & District Leadership Meetings (e.g. principals/vp, admin council, OTL, SEL)
- Community-wide Meetings (e.g. Brookline Teen Center, Brookline Houses of Worship)

Professional Learning and Adult Affinity

- SEED: 10 school-based groups
- Educator Affinity Spaces: FIRST TIME!
- SEED for Caregivers: FIRST TIME!

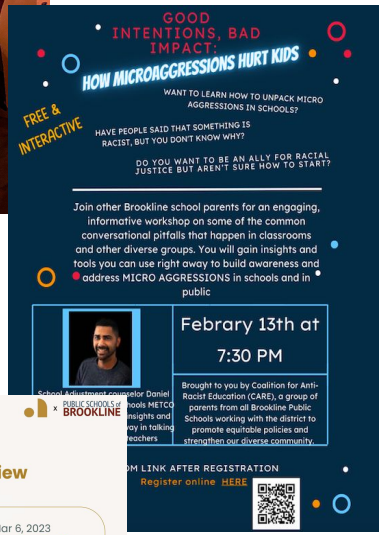




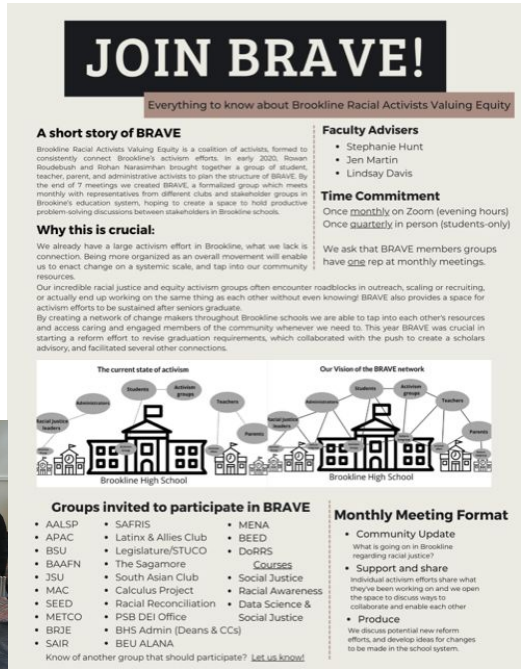


Adult Collaborations

- BEED (Brookline Educators for Educator Diversity)
    - Massachusetts Partnership Diversity Education (MPDE)
    - Boston University
- CARE (Coalition for Antiracist Education) Parents
- Community Collaborations:
    - Anise Health Co. with School Clinicians
    - Caregiver Learning around Mental Health
- Brookline Community Foundation (BCF), Brookline Education Foundation (BEF), Innovation Fund (IF)
- Office of Diversity, Inclusion & Community Relations (ODICR)



- BHS AAPI LEAP (Leadership and Affinity Program)
    - African American and Latino Scholars Program (AALSP) & LEAP
- AAPI K-8 Student Affinity Groups
- BRAVE
- DEI-J Subcommittee



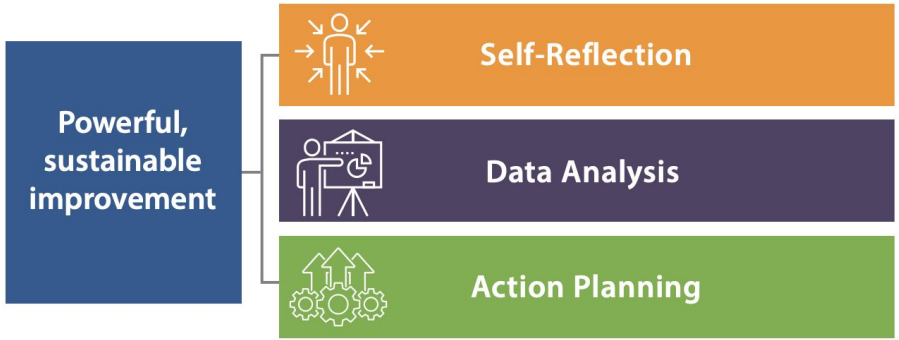
Student Collaborations and Learning

Data that we should be leveraging in OEE

DESE PSB Student Profile Data

- The Demographic data
- The Attendance & Behavior data
- Course Enrollment & Promotion data
- The Panorama Dashboard data
- The Special Education data
- The Family & Culture/ Climate data

Challenges



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- We are trying to create new culture on top of culture that already exists – we are still early in understanding the power of culture in academic achievement.
- As a district, we are not yet effectively using collaborative data inquiry to drive continuous improvement of teaching and learning for all students.
    - In OEE, we need to be better partners and drivers of this work.
- As a department, we constantly plant the seeds – we have yet to concretely measure and further support sustained shifts in educator practice.
- Establishing and ensuring truly SMART (Specific, Measurable, Achievable, Relevant and Time-Sensitive) equity and inclusion priorities for the PSB Strategic Plan.

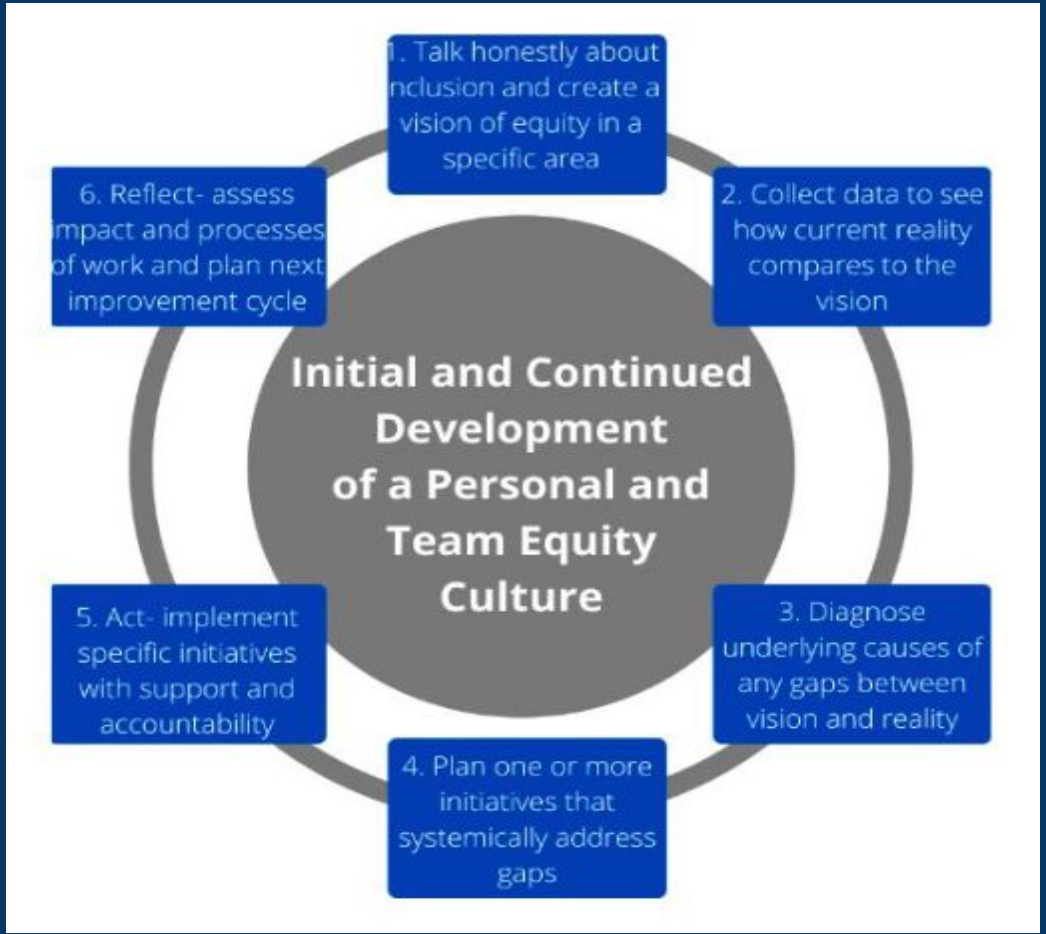
Healthy Boundaries ~ The Road Ahead

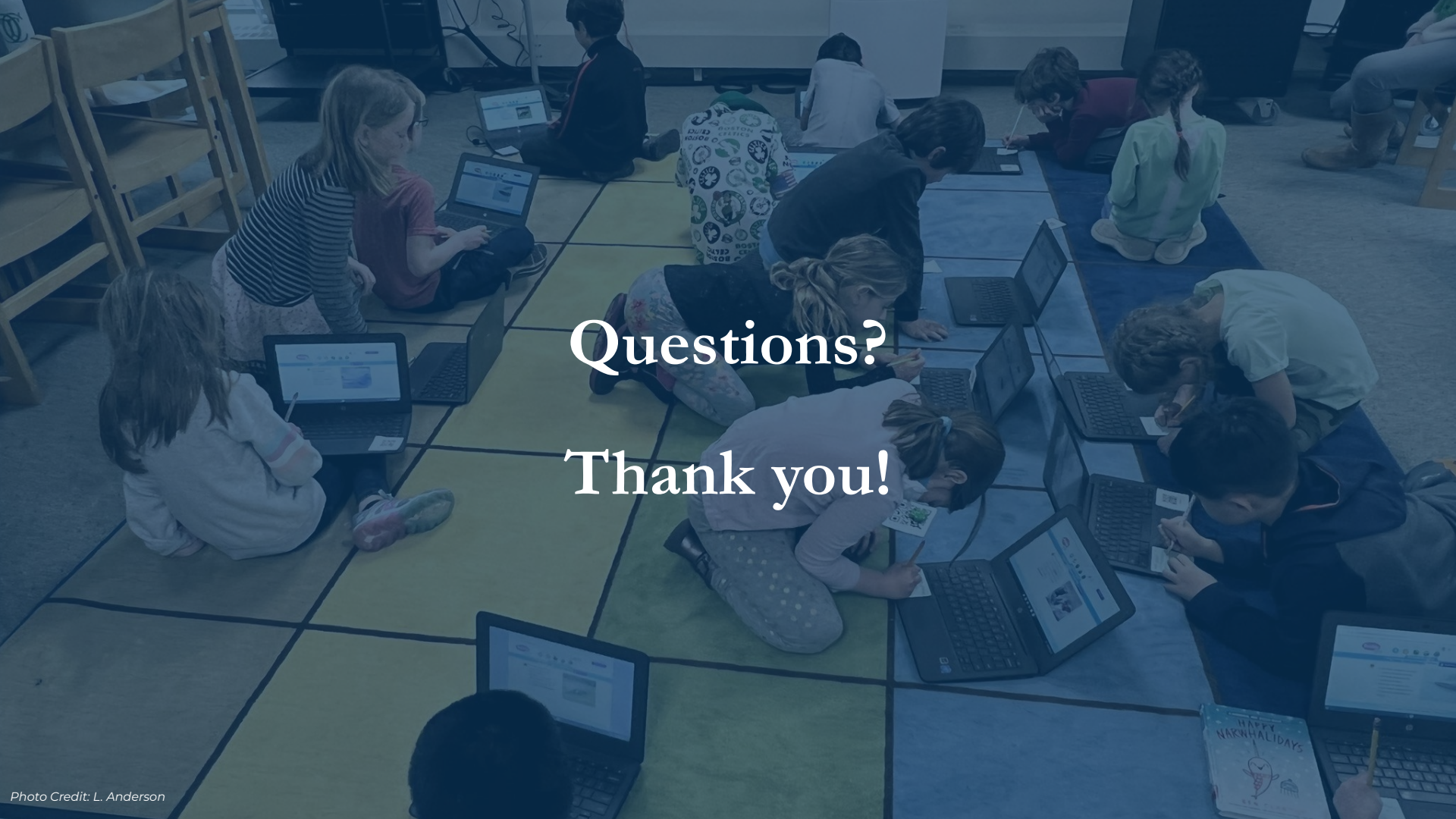
- For the health and sustainability of the Office of Educational Equity, we will...
    - Establish necessary communication with leaders to best understand what we need to be successful.
    - Manage people's expectations by constantly reminding them what DBIE work in Brookline is vs what it isn't.
    - Leverage our Job Description, the competencies and TEAMS equity and inclusion require.
- For our health and safety, we need the PSB community to support us in this part of the work.

RIDES Equity Improvement Cycle

REIMAGINING INTEGRATION
Diverse and Equitable Schools

HARVARD GRADUATE SCHOOL OF EDUCATION




Questions?
Thank you!
Photo Credit: L. Anderson